

Health Care, Level I •

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Guide for Teachers

Health Care, Level I

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2002

Introduction

About This Guide

The *Assessments in Career Education (ACE) Guide for Teachers* has been developed to provide essential information and preparation guidelines for teachers. The intent of the guide is to serve as an instructional aid in the classroom. The guide is divided into eleven sections:

Background — describes the purpose of the ACE program.

Key Dates for ACE 2001–2002 — describes the timeline for ACE participation.

Test Content and Standards — describes the content standards upon which the ACE examinations are based.

Test Structure — describes the general format of the test.

Test Preparation — includes strategies for preparing students for taking an ACE examination, including written-response questions.

Achievement Levels — describes the six different levels of achievement.

Sample Questions — includes sample multiple-choice questions and a sample written-response question.

General Scoring Criteria — shows the general criteria used to develop specific scoring guides for written-response questions.

Sample Student Work — includes examples of student work for the sample written-response question at different score points with commentary.

Recognition Program — provides suggestions for how to recognize students for outstanding achievement.

ACE Brochure — a reproducible master for teachers, students, parents, and the community that describes the ACE program.

Teachers are encouraged to reproduce portions or all of the guide for classroom use.

Student Eligibility

The ACE in Health Care, Level I may be taken by a student only one time. For this reason, it is important for students to take the examination when they are fully prepared. Prior to taking the examination, students should complete the appropriate coursework that provides instruction in all of the standards covered by the examination. For example, students enrolled in a two-year health care program should wait until the end of their second year to take the ACE in Health Care, Level I.

Background

The ACE program, patterned after the well-established Golden State Examination program, is designed to recognize students who demonstrate outstanding achievement on rigorous examinations in selected California career-technical areas. All examinations are based on California career education standards. The standards for Health Care, Level I are included in this guide on pages 3–4.

Participation in the ACE program is voluntary; it is offered at no cost to public school students, schools, or districts. It provides an invaluable opportunity for students to demonstrate both career-technical and academic skills on a statewide examination. Outstanding achievement on the ACE examination benefits students in at least three ways:

- Students receive three types of formal recognition from the State of California for their achievement in a career-technical area.
 - state award of ACE Academic Excellence
 - honor roll banner for display at school
 - letter to state legislators announcing individual student success
- Students are better prepared for successful transition to work or higher education in their career field.
- Students establish a record of accomplishment that is valued by potential employers and post-secondary schools through the following:
 - official notation on school transcript
 - ACE insignia on high school diploma for recipients of honors and high honors recognition

The first ACE examinations were given in 1997. In 2002, the following five content areas are covered:

- Agricultural Core
- Computer Science and Information Systems
- Food Service and Hospitality
- Health Care, Level I
- Technology Core

Teacher experts, industry representatives, college and university professors, and other related specialists develop questions for the ACE examinations. Test items are reviewed and field-tested to ensure that the test content reflects the industry-accepted model curriculum standards for each career area. The test questions also undergo thorough content, community, and technical reviews to ensure that the examinations provide reliable, valid, and fair results.

Key Dates for ACE 2001–2002

By reading this guide, you have already begun the first step toward your students' successful participation in the ACE program. Because ACE is a voluntary assessment, teachers must actively express an interest in participation. By using the following timeline, you can facilitate your district and/or ROCP office in ordering, delivering, and returning examinations.

	What happens	What to do
October–December 2001	ACE Guides for Teachers go online at www.cde.ca.gov/statetests/ace . Results are sent to districts.	Find out who your ACE coordinator is at the district level. Promote ACE locally to students, parents, and community. Excite students about the opportunity. Honor students from the previous year who received outstanding achievement. Display Honor Recognition banner. Distribute results to ACE students. Send announcements to local newspaper.
January 2002	ACE registration materials sent to Districts and/or ROCP Coordinators.	Follow up with your site/district administrator if you do not receive registration materials.
March	ACE registration materials are due from your district and/or ROCP to the California Department of Education's testing contractor. Your information tells us how many tests to print and send to you.	Make sure registration materials have been returned.
April	ACE examinations are sent to your district and/or ROCP office for distribution to school sites.	Follow up with your site/district administrator if tests are not received by the end of April.
May	ACE examinations are given during the month of May and must be returned to your site administrator and district/ROCP office by June 5.	Follow up with your site administrator to confirm test materials have been returned.
June–July	ACE examinations are scored by teams of experts. You might be interested in joining the team.	This is a paid opportunity for you to see how students responded to the questions, get to know other teachers in your content area from around the state, and participate in an invaluable professional development opportunity. Call Sacramento County Office of Education at (916) 228-2662 for more information.
October–November	Results from previous spring administration of the ACE examinations are sent to schools through districts and/or ROCP offices.	Check with your district and/or ROCP periodically for arrival of the results and the related recognition materials.

For test security, examinations are sent to an assessment/program coordinator at the district and/or ROCP office. This person often coordinates many other examinations as well. Find out early in the school year who this person is for your district and/or ROCP. Work with your site administrator to develop a communication system about ACE so that information and materials are efficiently received by career-technical teachers and returned to your district and/or ROCP office.

Beyond key dates and communications support system for successful test administration, you will want to prepare your students to be successful on the ACE examination. The rest of this guide is devoted to assisting you in that effort.

Test Content and Standards

Test Content

The content standards covered by the ACE 2002 in Health Care, Level I are provided below.

Standards

The ACE in Health Care, Level I is based upon the knowledge and skills defined in the *Draft Interim Content Standards of the Superintendent's Challenge Initiative for Health Careers Education, Grade 11, Preparing to Work in Health Care, Level I Career Path Cluster*. These standards, as stated below, share content with the standards presented in *Health Careers Education 2000: A Program Guide*.

Preparatory Core Standards — Grade 11

1.0 Socioeconomic

Students will know the relationships of various health care systems. Students will understand by:

- 1.1 explaining the various health care delivery systems
- 1.2 differentiating between health care systems
- 1.3 analyzing the effect of these relationships on the quality of care

2.0 Growth and Development

Students will know the concepts and principles of human body system structure and function in relation to human growth and development. Students will understand by:

- 2.1 explaining structure and function of the human body systems
- 2.2 differentiating between normal and abnormal human structure
- 2.3 contrasting normal and abnormal human physiology

3.0 Safety

Students will know the principles of asepsis, body mechanics, and protective safety measures. Students will understand by:

- 3.1 describing and demonstrating the principles of asepsis
- 3.2 using correct body mechanics and utilizing protective safety measures
- 3.3 describing the relationship of microorganisms and the health care setting
- 3.4 examining the health risks associated with hazardous and biomedical waste materials
- 3.5 explaining behavioral problems inherent in the health care setting
- 3.6 responding to fire and other disasters using safety protocols

4.0 Communication and Decision-Making

Students will know how to use critical and creative thinking, logical reasoning, and problem-solving skills using various methods. Students will understand by:

- 4.1 demonstrating the use of critical and creative thinking skills and logical reasoning for problem resolution
- 4.2 identifying, locating, organizing and retrieving information and data from a variety of sources

5.0 Ethical and Legal Responsibilities

Students will know ethical considerations, legal constraints, and professional codes affecting health care delivery systems. Students will understand by:

- 5.1 describing patients' rights as related to professional conduct of the health care worker
- 5.2 demonstrating professionalism with emphasis on confidentiality
- 5.3 discussing legal constraints associated with health care

6.0 Career Planning

Students will know the importance of comparing personal profiles to various health career requirements. Students will understand by:

- 6.1 comparing personal profiles with various health career opportunities, including educational requirements, job expectations, and environmental factors

- 6.2 reviewing and revising career plans and portfolio

- 6.3 participating in personal and organized leadership activities

- 6.4 completing documents and demonstrating job search skills

7.0 Health Maintenance

Students will know how disease processes affect the maintenance of optimum health. Students will understand by:

- 7.1 recognizing the relationship between health promotion and disease prevention

- 7.2 describing the strategies used to achieve and maintain optimum health

Resource Documents

Copies of the *Draft Interim Content Standards of the Superintendent's Challenge Initiative for Health Careers Education, Grade 11, Preparing to Work in Health Care Level I Career Path Cluster* are available at <http://www.cde.ca.gov/challenge/career.html> on the Internet.

Copies of *Health Careers Education 2000: A Program Guide* are available from the CDE Press, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 or by fax at (916) 323-0823.

Test Structure

The ACE in Health Care, Level I is administered in two 45-minute sessions. Each session consists of multiple-choice questions and a written-response question.

The purpose of the multiple-choice questions is to assess students' knowledge in health care. The multiple-choice questions vary in complexity. Some require students to apply concepts to solve problems. This portion of the examination is machine scored. Sample questions are provided on page 9.

The written-response questions are designed to measure students' application of skills and knowledge. Students respond in writing to questions about career-related situations. The written-response questions are scored by health care teachers and other professionals in the career area. Students are awarded a score point from one to four for each question, with four being the highest score. The sample multiple-choice and written-response questions, general scoring criteria, and sample student work and commentary are provided on pages 9–14.

Test Preparation

Students should have a firm foundation in the essential skills needed for success in the career area tested. Sound preparation for ACE is built on classroom assignments that allow students to use and test their skills and knowledge regularly.

Students preparing for the examinations need to be able to articulate the major concepts in the career area being assessed. They must be able to analyze information, apply knowledge, solve problems, and explain their solutions.

Preparing Students for Written Response Questions

Using the sample written-response question in this guide (page 9):

- discuss the wording of the sample written-response question. Help students to identify and understand the key requirements of the question (i.e., what is being asked?).
- review the general scoring criteria (page 10) with students. This will help students better understand what is expected of them.
- discuss the student work samples. Focus on the differences between the score points.

In addition:

- plan a variety of classroom activities that require students to interpret, think through, and answer written-response questions. For example:
 - define and explain terms that are common in written-response questions (e.g., “in detail,” “fully,” “list” vs. “describe” vs. “explain”).
 - model processes for “thinking through” and outlining answers to written-response questions.
 - model processes for incorporating details into answers to written-response questions.
- provide students with many opportunities to practice writing (e.g., through homework assignments, in-class projects, and classroom assessments).
- involve students in developing written-response questions and scoring guides related to content covered in your curriculum.

- have students evaluate their own answers to written-response questions, as well as the answers of their peers, using a scoring guide. Encourage students to discuss strategies for improving their own and others’ work.
- allow students to revise/improve their answers to written-response questions, based on your feedback and/or the feedback of their peers.

As an instructor:

- when you help prepare your students for the written portion of the ACE examination, you are also helping them to become better writers.
- keep in mind that you can help improve your students’ writing as you engage them in writing about real-world activities.
- resources at your school that are available to help enhance your students’ writing skills include:
 - the *English-Language Arts Content Standards for California Public Schools* adopted by the California State Board of Education (<http://www.cde.ca.gov/board/standards.html>), in particular, the sections entitled “Writing” and “Writing and Oral English Language Conventions.”
 - any writing initiatives currently being implemented at your high school.
 - the language arts and English language learner instructors at your high school and/or in your career cluster.

Test-taking Strategies

Several test-taking strategies may be helpful to students during an ACE examination.

When answering multiple-choice questions, students should:

- read the directions carefully.
- generate their own idea of the most accurate answer to a question before selecting from the answers provided.
- pace themselves by considering the number of questions and the time allowed.

When answering written-response questions, students should:

- read and understand all parts of the question.
- underline the key requirements of the question.
- think quickly of the main ideas that will serve as a framework for their response.
- briefly outline the main ideas in a logical sequence before responding.
- respond to all parts of the question.
- provide accurate, clear, and detailed examples that demonstrate their knowledge of the career-area topic covered.
- check their work when finished to make sure they have responded to all required components of the question.

The following is an example of the general directions that precede a written response item on the ACE in Health Care, Level I. You may want to use the same general directions when developing your classroom assessments.

Directions:

- Carefully read the question below. You will have 15 to 20 minutes to respond. Your written response should cover all parts of the question and should contain all examples requested.
 - Plan your response before you begin writing, using the space at the bottom of this page.
 - Allow time to review and proof read your work and to make any revisions or corrections. Your response will be evaluated on the completeness and correctness of your answer, your understanding of relevant concepts, and your skills in expressing yourself clearly.
 - Write your response on pages ____ through ____ of your answer document. Writing that appears on this planning page or any other scratch/drawing paper will not be scored.
-

Achievement Levels

Scores from the multiple-choice and written-response portions of the examination are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation.

Level 6

The student has demonstrated excellent knowledge, understanding, and application of the content and concepts of Health Care, Level I. The responses:

- show excellent knowledge and understanding of the concepts of Health Care, Level I.*
- demonstrate superior analytic thinking and problem-solving skills.
- present accurate information and ideas in a detailed, well-organized manner.

Level 5

The student has demonstrated strong knowledge, understanding and application of the content and concepts of Health Care, Level I. The responses:

- show substantial knowledge and understanding of the concepts of Health Care, Level I.*
- demonstrate substantial analytic thinking and problem-solving skills.
- present information and ideas in an organized and accurate manner.

Level 4

The student has demonstrated solid knowledge, understanding, and application of the content and concepts of Health Care, Level I. The responses:

- show solid knowledge and understanding of the concepts of Health Care, Level I.*
- demonstrate good analytic thinking and problem-solving skills.
- present information and ideas in an organized manner with minor errors or omissions.

Level 3

The student has demonstrated basic knowledge, understanding, and application of the content and concepts of Health Care, Level I. The responses:

- show basic knowledge and understanding of the concepts of Health Care, Level I.*
- demonstrate some analytic thinking and problem-solving skills.
- present information and ideas in a somewhat organized manner with some errors, misconceptions, and/or omissions.

Level 2

The student has demonstrated limited knowledge, understanding, and application of the content and concepts of Health Care, Level I. The responses:

- show limited knowledge and understanding of the concepts of Health Care, Level I.*
- demonstrate limited critical thinking and problem-solving skills.
- present limited information; may lack organization and/or have misconceptions, errors, and omissions.

Level 1

The student has demonstrated little or no knowledge, understanding, and application of the content and concepts of Health Care, Level I. The responses:

- show minimal knowledge and understanding of the concepts of Health Care, Level I.*
- demonstrate little or no critical thinking and problem-solving skills.
- present little or no information and have misconceptions and errors.

* A detailed description of the content covered by the ACE in Health Care, Level I can be found on page 3–4.

Sample Test Questions

Sample Multiple-choice Questions

1. One important factor relating to good body mechanics is to always lift using the
 - A. upper arm muscles.
 - B. large leg muscles.
 - C. lower back muscles.
 - D. lower leg muscles.
2. The patient chart is considered privileged communication. Who has legal access to the chart?
 - A. anyone receiving consent from the patient
 - B. only the doctor who is caring for the patient
 - C. health care workers providing direct care to the patient
 - D. the patient and his or her immediate family

ANSWER KEY: 1. B 2. C

Sample Written-response Question

During the aging process, many changes occur in each of the body's systems.

- Select **two** body systems and give **two** specific examples of how the aging process may affect each system.
- Explain how each of these changes affects a person's ability to perform activities of daily living.

What Students Are Expected to Accomplish

This written-response question is designed to assess students' general knowledge of growth and development as these relate to specific body systems and the aging process. Students are expected to identify two body systems (not organs within body systems) and to describe at least two aging-related changes for each system. In addition, students must explain how each change they describe can affect a person's ability to carry out activities of daily living. (NOTE: Students who identify organs within body systems without naming the entire system can receive a score point no higher than a two.) Additionally, responses are expected to be well organized and clearly and effectively written.

General Scoring Criteria for Written-response Questions and Problem-solving Tasks

The general criteria for each score point are outlined below. These criteria are used to develop scoring guides that address the specific content in each written-response question or problem-solving task.

Score Point 4

Student response shows **excellent** knowledge and understanding. The response:

- completes all components of the question correctly.
- demonstrates in-depth understanding of relevant concepts.
- conveys knowledge coherently and effectively.

Score Point 3

Student response shows **substantial** knowledge and understanding. The response:

- completes all or most components of the question correctly.
- demonstrates understanding of relevant concepts; may overlook or misunderstand less important ideas.
- conveys knowledge clearly.

Score Point 2

Student response shows **partial** knowledge and understanding. The response:

- completes some important components of the question correctly.
- overlooks or misunderstands relevant concepts.
- conveys knowledge in a manner that may lack clarity.

Score Point 1

Student response shows **little or no** knowledge and understanding. The response:

- attempts to address important component(s) of the question but may do so incorrectly.
 - demonstrates little or no understanding of relevant concepts.
 - conveys knowledge in a manner that may lack clarity or focus or may impede understanding.
-

Sample Student Work

Score Point 4

Two of the major body systems that are affected through the aging process are the skeletal system and the muscular system. When you're born and throughout your childhood, your bones tend to be soft and flexible. When you're a teenager, your bones become stronger and less flexible. When you become old the bone tissues either deteriorate or become hard. Skeletal system changes in old age depend on your nutritional balance and the activities you engaged in earlier in life. When you have problems like arthritis or any bone disease, the number of activities you are able to do decreases. You have a tougher time moving or bending body parts. Bones become more fragile so they break more easily preventing you from playing physical sports. A fall can easily break bones in half. If you have arthritis in your hands, you cannot sit at a computer and type or write a long letter. As you get older you have to be more careful with everyday activities.

The muscular system is different from the skeletal system. A baby does not develop muscle right away. In the teen years, you have to work out to build muscle or it becomes flabby. Muscles will not stay with you long, if you don't keep up with good nutrition and exercise. As you age, you're not able to get muscle back quickly. Muscle will deteriorate or soften. When that happens, you are not able to lift heavy objects, you have trouble getting out of bed, and you can't perform other activities that involve using your muscles. Skin tends to sag as you get older but if you have muscle, it can hold your skin and make it look firm. When you have strength and look good, you will be more likely to want to go out and do things. When you have less muscle, you just want to sit or sleep and not move at all.

Commentary

The response correctly identifies two human body systems (i.e., skeletal and muscular) and provides at least two examples of aging-related changes for each system (i.e., bone deterioration, hard/brittle bones, bone disease, and arthritis for the skeletal system; muscle deterioration and increased sagging of the skin if muscle tone is not maintained for the muscular system). The response explains how each of the changes in the skeletal and muscular systems can affect activities of daily living. For example, the development of arthritis or bone disease can result in having a more difficult time moving body parts, an inability to type on a computer or write a long letter, bones that break easily, and limited engagement in physical sports respectively. Weaker muscles can result in difficulty lifting heavy objects and getting out of bed. The knowledge is conveyed coherently and effectively and demonstrates excellent understanding of growth and development as they relate to specific body systems and the aging process.

Sample Student Work

Score Point 3

When a person ages certain systems in the body start to change. They start to slow down. For example the nervous system slows down so their responses aren't as quick as when they were young. It makes it to where it takes the person twice as long as you and I to eat or it may take the person twice as long to walk from one place to another. Their neurons aren't traveling as quickly as before. It takes it twice as long to get to the brain and back. It may slow down the way they talk or react to you when you speak to them. It will make it harder and longer for the person to brush their teeth, brush their hair, and take showers. They may start to need assistance with all those items of daily living.

Another system that changes is the musculatory system. This system starts to become weaker as the body starts to slow down. There is no way to keep the muscles exercised and as strong as in their younger years. So it will be harder for them to hold up their own weight. Also it would be harder for them to pick up things. If they were to fall then it would be hard to get back up. Sometimes they can't get up at all. So then they need to start getting help w/trying to strengthen those muscles or they would need assistance where ever they went if not by wheelchair then by person. There are many ways they can be helped. People can help assist them to the bathroom they can assist them to the wheelchair then they could help themselves. But we still need to let them do as much as they can so that they can still feel good about themselves.

Commentary

The response identifies two human body systems (i.e., nervous and muscular), but provides only one distinct and accurate aging-related change for each system (i.e., an elderly person's responses are not as quick as when they were young; the muscular system is weaker or, in other words, the muscles are not as exercised or strong). To receive a score of four, the response should contain at least two distinct aging-related changes for each body system.

The response explains multiple ways that slower responses and weaker muscles can affect activities of daily living. For example, slower responses can result in a person taking longer to eat, to walk from one place to another, or to talk or respond when spoken to. Weaker muscles can make it difficult for a person to hold up their weight, to stand up straight, to pick things up, or to get up after a fall.

Overall, the response shows substantial understanding of growth and development as they relate to specific body systems and the aging process, though some minor inaccuracies are evident (e.g., the use of the term musculatory for muscular, the notion that neurons themselves travel). The knowledge is conveyed clearly.

Sample Student Work

Score Point 2

Two body systems that change through the aging process are the skin and your brain. Some examples on how your skin changes is you start to get more wrinkles, things start to sag more, you might get spots, hair grows in places it normally doesn't and it may become more dry. Examples on what might happen to your brain are you may become confused, your reactions may become slower, and you can lose your memory.

These changes affect a person's ability to perform their daily activities. For example you may not be able to stay out in the sun as long as you use to because your skin has become sensitive. Or you go to the supermarket and can't remember where you parked your car because you are losing your memory. Your life is going to change as you get older, so your going to have to adjust. Everyone goes through the life cycle of getting old and dying. So we need to learn to except it and not go crazy about getting wrinkles.

Commentary

The response provides specific examples of changes related to aging without specifying actual body systems. For example, the student correctly describes aging-related changes in the integumentary system (e.g., dry skin, sagging, wrinkles, increased hair growth, and age spots). Rather than naming the affected body system, the student identifies an organ within the system, the skin. The response explains how some of the changes described affect activities of daily living. For example, a person may need to limit the amount of time he or she spends in the sun due to increased sensitivity of the skin. While the response demonstrates some understanding of growth and development as they relate to the aging process, there is evidence of a gap in understanding of what is meant by body systems.

Sample Student Work

Score Point 1

The respiratory system is all around the chest area. When you are turning old for example your heart starts to fail or you can get heartburn more. You have lots of breathing problems. The digestive system on the lower area your period if you're a woman you stop getting it. When you turn old most of your body organs fall apart maybe even sometimes literally but say that your urinary area, old people have weak bladders and they have to urinate a lot. When your old your heart can go crazy for anything, that's how they can contract a heart attack. Another reason is you tend to get fat. Your chloesterol goes higher which also causes a heart attack.

Commentary

The response identifies two body systems (respiratory and digestive) and attempts to provide aging-related changes for each system. The changes provided do not relate to the systems identified. For example, the student identifies changes related to menstruation (reproductive system), weak bladders (urinary system), and heart attacks (circulatory system). The student does mention heartburn, which relates to the digestive system, but erroneously connects the condition with the respiratory system. In addition, the student does not discuss how any of the changes affect activities of daily living. The knowledge conveyed lacks clarity and focus and demonstrates minimal knowledge of growth and development as they relate to specific body systems and the aging process.

Recognition Program

After an achievement level for each student is determined on the basis of their combined multiple-choice and written response scores, results are sent to you through your district/site office. You will receive your results in the fall (October–November). The results/recognition packet that comes to your school site should include:

1. student reports
2. school bulletin board display
3. ACE awards recipient lists
4. school summary reports
5. certificates of achievement
6. honor insignias
7. record of achievement levels

The intended purpose of the ACE examination is to honor students who have earned recognition for their achievement. There are no negative consequences for students who do not achieve in the top three levels. Programs receiving funding from Carl Perkins may use participation in ACE as one of their multiple measures of accountability.

Ideas for promoting ACE and honoring students:

- include ACE information at back-to-school night.
 - provide ACE brochures to the counseling office.
 - write news articles for your school newsletter or newspaper about career-technical education and the ACE examination.
 - inform students and their parents early in the year about the ACE test and its recognition program.
 - ask your principal/superintendent to write a congratulatory letter to each ACE achievement recipient shortly after results are released.
 - ask your principal/superintendent to submit a news release to the local newspaper about your ACE award recipients.
 - announce award recipients at a school assembly or special awards program.
 - work with your school board, community partners, and local businesses to recognize and honor students.
-

How To Get Involved

Students:

Don't miss out on an opportunity to prepare for your future and earn special recognition for academic achievement in career-technical education. Distinguished performance on an ACE examination will build your self-confidence. It will enhance your resume and applications for work and college. Check with your school counselor early in your high school career to see if coursework leading to an ACE examination is offered at your school.

Parents:

Your teenager will benefit from participating in this program. Encourage your teen to enroll in career-technical education courses and to take the related ACE examination. Career preparation is for ALL students. It prepares them for work and college. The ACE exam recognizes student achievement and enhances resumes and applications for work and post-secondary education. Graduates receiving honors on the ACE exam are better prepared to enter the work force or to enter college and pursue their selected career path.

Teachers/ROCP Directors/ Administrators:

Help your students achieve. If career-technical education programs are taught at your school and your coursework is aligned to the career preparation standards, register

your students to take the related ACE examination. Registration forms may be obtained through your district office or ROCP in January. There is no cost to your school or district for administering the ACE examination. The examination is administered at your school site.

Teachers are encouraged to participate during the summer by scoring ACE examinations. Their expertise is vital to the scoring process; it is also a rewarding professional growth experience.

Employers:

Be sure to look for ACE recognition on student resumes. Recognition on an ACE examination in a specific career area indicates a high level of achievement in acquiring the knowledge and skills necessary for an entry-level position and further advancement.

Students who receive ACE honors have a head start as they enter the workforce and continue on a career path.

For More Information

Standards and Assessment Division
California Department of Education
Telephone (916) 657-3011 Fax: (916) 657-4964
www.cde.ca.gov/statetests/ace e-mail: star@cde.ca.gov

Assessments in Career Education



A Bridge Between School and Career

California Department of Education

The ACE Examination

The Assessments in Career Education (ACE) program offers end-of-course examinations that recognize students who demonstrate outstanding achievement in selected career-technical areas. Recognition on this examination provides a record of student achievement for resumes, transcripts, and applications for jobs and post-secondary education. The ACE program helps to bridge school and work.

ACE examinations, based on Career Preparation Standards*, are offered in the following areas:

Agricultural Core
(Agriculture Education)



Computer Science & Information Systems
(Business Education)



Health Care, Level 1
(Health Careers Education)



Food Service and Hospitality
(Home Economics Careers & Technology Education)



Technology Core
(Industrial and Technology Education)

* Challenge Career Preparation Standards:
www.cde.ca.gov/challenge/Contents.html

Patterned after the Golden State Examination program, an ACE examination consists of two, 45-minute sessions. Each examination includes multiple-choice questions and written-response questions as well as problem-solving tasks.

Registration for ACE examinations begins in January. The examinations are given in May of each year.

Eligibility & Preparation

To be eligible to take the examination, students must complete a career-technical course or sequence of courses that provide instruction related to all aspects of the subject area standards covered by the examination. Because students may take the ACE examination only one time, it is essential that they are well-prepared.

To prepare for ACE, students should:

- ◆ practice responding in writing to questions and problem-solving tasks in their classes.
- ◆ review sample test questions and student work that are in the ACE Guides for Teachers posted on the Internet:

www.cde.ca.gov/statetests/ace

Results & Student Recognition

Written-response items from the ACE examinations are scored in the summer by teachers in related subject areas from across the state. Individual student results are sent to school districts in the fall.

Students who do well on their ACE examination receive state recognition for achieving one of three levels: high honors, honors, and recognition.

Recognition from the California Department of Education includes:

- ◆ state award of ACE Academic Excellence
- ◆ record of achievement on transcript
- ◆ honor roll banner for school
- ◆ ACE insignia on diploma for recipients of honors and high honors

Congratulations

to students who achieve high honors, honors,
and recognition on an ACE examination.

You

will have distinguished yourself in your selected career-path
and

will have enhanced your record of achievement to show
potential employers and post-secondary schools.



Acknowledgments

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